

Utah CGP - Individual Planning: Guidance Activities Action Plan 2004-2005 (Large group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 6, 2005

School: Bryant Intermediate School District: Salt Lake District

Target Group: 100 8th Grade Students

Target Group selection is based upon the following data/information/school improvement goals: 8th grade risk profile
(SLC School District Drug Prevention Program- 2004)

Intended Behavior/Result	Utah CPG Student Outcome or Desired Result for Student Learning	Activity to be delivered in what manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure the results?)	Start/End Dates	Projected Number of Students Impacted
<p>To gain more knowledge on the harmful effects of alcohol and other drugs.</p> <p>To find out what students believe at this age and time.</p>	<p>Domain: Personal/Social Development -To develop skills to understand themselves and others, to make decisions and solve problems.</p> <p>Domain: Academic Knowledge -ASCA Standard A - Acquire attitudes knowledge and skills contributing to effective learning in school and across the life span.</p> <p>Lifelong learning (DRSL)</p>	<p>Through Advisory PLT team trained at conference</p> <p>Pre-test: 12-1-04 Post test: 6-2-05</p> <p>"Don't Use and Abuse News" Public Service Announcement 1x a month focusing on a new drug each month.</p>	<p>Grant obtained</p> <p>PLT - 20 students to start implementation</p> <p>PLT team attended conference.</p> <p>Training and presentations from community based organization</p> <p>Media staff to film announcement.</p>	<p>Pre/post test:</p> <p>Bach/Harrison was the firm who scanned data and returned written summary.</p>	<p>Aug. 2004 To June 2005</p>	<p>600</p>

Kevin P. Batt

Principal's Signature

6-1-05

Date

Date of Staff Presentation

Sienna Collins

Prepared By



ENTERED

Utah CGP - Guidance Activities Results Report 2004-2005

Due to USOE by June 15, 2005: may be submitted in other formats but include all information as required below

School: Bryant Intermediate School District: Salt Lake District

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data: Number of Students Affected	Perception Data: Pre and Post Test Competency Attainment Or Student Data** See attached	Results Data: Changes in Behavior, Grades, Attendance Including Achievement Data, Achievement Related data and/or Skills/competency data**	Implications: What does the data Tell you? What can the Students do with this now?
S. Collins S. Cooper K. Winter J. Brown C. Winn P. White PLT Team: 20 students	Whole school	"Don't Use and Abuse News" Actual Announcement 5 X between Dec. & June	12-1-04 6-3-05	388 = 202 males 183 females	Every student in attendance was given the pre-test on Dec. 1 st . The same applies for the post-test on June 3 rd . *in attendance on that date 5 public service announcements were produced and shown to all students between Dec. & June Peer Leadership Team spent many hours on training and production.	+ Knowledge A lot of info. was covered. Students are interested in this info. Parents, students, the school and the District have stressed the importance of targeting those at risk of abusing drugs.	More info. has been gained. But not as much as was expected or hoped for. 7 th grade showed encouraging trend (non-significant). 8 th grade understood that tobacco is dangerous, but slipped in their attitudes toward marijuana. This supports the results of our needs Assess. in that 8 th graders need more information

Jim G. Bull

Principal's Signature

6-1-05

Date

Date of Staff Presentation

Sue Collins

Prepared By

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

** Include actual numbers and attach data, examples and documentation

Utah CGP – Closing the Gap Action Plan 2004-2005 (small group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15th

School: Bryant Intermediate School District: Salt Lake City

Target Group: Referrals to Cornerstone Counseling

Target Group selection is based on the following data/information/school improvement goal: School goals for 2004-2005 – Advocacy and Literacy. On-going school goal – to attain/maintain a 3.0 GAP or better.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected Number of Students Impacted
To improve G.P.A.	<p><u>Domain:</u> Academic / Learning Development: Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</p> <p><u>Domain:</u> Personal/Social Development To develop skills to understand themselves and others, to make decisions and solve problems.</p>	<p>Referrals from Counselors based on social and emotional needs/ or leadership skills.</p> <p>Students participate in an eight week group program designed to address the various needs of adolescent girls.</p> <p>Group activities involve: discussions, games, activities and skill building.</p>	<p>Cornerstone Counseling Center- Prevention Specialist</p> <p>Voices Program</p> <p>Bryant Counseling Staff</p>	Measure of G.P.A. from the 2nd term to the 3rd term.	<p>Start: January</p> <p>End: April</p>	<p>32 Students:</p> <p>16 7th Grade</p> <p>16 - 8th Grade</p>

John J. Batt
Principal's Signature

10/20/04
Date

Date of Staff Presentation

Shirley Cooper
Prepared By

ENTERED

Utah CGP – Closing the Gap Results Report 2004-2005
School: Bryant Intermediate **School District:** Salt Lake City

Counselor	Curriculum And Materials	Start Date End Date	Process Data Number of Students Affected **	Perception Data Pre and Post test Competency Attainment Or Student Data	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills competency data	Implications: What does the data tell you? What can the students do with this now?
Shirley Cooper Sierra Collins Cornerstone Counseling Center Prevention Specialist	Voices Program Curriculum 8 sessions covering topics of self-esteem, stress, problem-solving, communication, feelings, healthy relationships, body image, media messages	Start: January End: May <hr/> Target Group: 30 students	30 students affected. See attached sheets for GPA information	See Attached sheets for GPA Information	Out of 30 students: 15-7 th grade 15- 8 th grade 15 students =50% increased GPA from term 2 to term 3 14 students = 47% decreased GPA from term 2 to term 3 1 student's GPA stayed the same.	Most of these students were recommended for this program because of one or more risk factors. For 8 of these students who decreased in GPA, it was still above 2.0. This support program can be a positive influence with students, along with other factors. An evaluation of the impact of Voices is also being conducted by Cornerstone.

Lee P. Burt
Principal's Signature

Adapted from the ASCA National Model :
 Framework for School Counseling Programs

5/26/05
Date

Shirley Cooper
Date of Staff Presentation Prepared By

** Include actual numbers supporting conclusions and attach data, examples and documentation

Results Data – 2004-2005
Changes in GPA:

Total Number of Students = **30**

15 – 7th grade

15 – 8th grade

Number of GPA increase = **15 – 50%**

Number of GPA decrease = **14 – 47%**

Number of GPA – same = **1 – 3%**

7th Grade Breakdown

Total = **15**

GPA increase = **9**

GPA decrease = **5**

GPA same = **1**

8th Grade Breakdown

Total = **15**

GPA increase = **6**

GPA decrease = **9**

2004-2005

7th Grade Girl's Group

Group 1

	<u>GPA-Q2</u>	<u>GPA-Q3</u>
+ 1.	2.48 →	2.76
+ 2.	1.52 →	2.11
- 3.	3.29 →	3.05
- 4.	3.10 →	2.91
+ 5.	1.17 →	2.14
+ 6.	2.81 →	3.10
+ 7.	.86 →	1.24
+ 8.	2.52 →	2.68

(6+) 2-

8th Grade Girl's Group

Group 1

	<u>GPA Q2</u>	<u>GPA-Q3</u>
+ 1.	.667 →	1.14
+ 2.	1.762 →	1.16
- 3.	2.67 →	2.45
- 4.	.095 →	.83
- 5.	3.10 →	3.0
- 6.	1.81 →	1.05
- 7.	.778 →	.68
+ 8.	3.33 →	3.57

(3+) 5-

9+

7-

2004-2005

7th Grade Girl's Group

Group II

GPA-Q2

GPA-Q3

- + 1.
- 2.
- 3.
- + 4.
- 5.
- + 6.

Same 7.

2.57 →
 ha-3.68 →
~~3.33~~ →
 3.10 →
 -2.58 →
 2.05 →

3.89
 2.0
 3.48
 3.38
 2.89
 3.0
 2.05

8th Grade Girl's Group

Group II

GPA-Q2

GPA-Q3

- 1.
- + 2.
- 3.
- 4- WD 4.
- 5.
- + 6.
- + 7.
- 8.

~~3.19~~ →
 z-1.10 →
 -2.00 →
~~2.11~~ →
 r-2.52 →
 -3.78 →
 3.33 →
 -1.14 →

~~3.14~~
 1.54
 1.48
 2.10
 3.95
 3.57
 0.0

6 +

7 -

1 Same

SOME COMMON QUESTIONS

What is the Voices program like?

Voices specialist meet with groups of eight girls or boys for 10 sessions. The groups meet for one hour during the regular school day or as part of an after-school program. If the group meets during school hours, the sessions will take place during different periods, so too much class time is not missed in any one subject. Some of the topics covered in the sessions include:

- | | |
|-----------------------|-------------------------|
| ✓ Self-Esteem | ✓ Feelings |
| ✓ Dealing with Stress | ✓ Healthy Relationships |
| ✓ Problem-Solving | ✓ Body Image |
| ✓ Communication | ✓ Media Messages |

How was my son/daughter chosen for this program?

Teachers or school counselors help select students for the Voices groups. They may be chosen for one of several reasons. Some students are selected because they need a little extra help making friends. Others may be having some difficulty in school. Some may be chosen because they are natural leaders and, with direction, can be a positive influence on others.

Will private information be asked during the sessions?

Information will not be asked concerning topics around political views, mental problems, sexual behavior, illegal actions, religious beliefs, legal issues, or income. However, depending upon the concerns shared during the group, some of the issues may come up.

The Utah Family Education Rights and Privacy Act requires that we inform you about this possibility.

PERMISSION SLIP

(Please remove this portion and return)

We are asking permission for three things. First, we need permission for your son/daughter to be part of the **VOICES** program.

Secondly, we are asking permission to talk with school counselor, prevention specialist or after-school teacher about progress in the group.

Finally, we would like your son/daughter to participate in our program evaluation by completing an **anonymous** questionnaire on self-concept and health risk behaviors and attitudes both before the program starts and again at the end. This is so we can learn how the program affects students. Completing the questionnaire is **voluntary** and is **not** required for participation in the **VOICES**. A copy of the questionnaire will be made available upon request.

All information will be confidential.

Permission for these three things can be withdrawn at any time and this permission will expire when the **VOICES** program ends.

Please return this form to the school counselor or prevention specialist before the group starts. We would be happy to talk with you at any time about this program.

I give my permission for: _____
Student's name

X _____ X _____
Guardian's signature Student's signature

Address _____
Zip

Phone # _____ Date _____

July 16, 2004

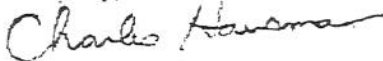
Sharon Hansen
Prevention Services Coordinator
Cornerstone Counseling Center
660 South 200 East Suite 308
Salt Lake City, Utah 84111

Dear Ms. Hansen:

This letter confirms district approval to continue to conduct the evaluation of the impact of the Voices substance abuse and violence prevention program. You may conduct your research in classrooms at Bryant Intermediate School, Hillside, Northwest and Clayton Middle Schools. Final approval is contingent upon support of principals. Your study should be completed by June 1, 2005.

We believe your research project will contribute to the enhancement of the education of students in the Salt Lake City School District. We are interested in your results, so please provide a copy of your final report to our office when the study is completed. We would also appreciate current copies of the evaluation instrument. If you need additional information, please contact Learning Services SLCSO 578-8298 or 578-8222.

Sincerely,



Charles S. Hausman, PhD
Assistant Superintendant

Utah CGP-Guidance Activities Action Plan 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Clayton Middle School

District SLCSD

Target Group:(whole school, entire class) 7th Group Grade TLC classes

Target Group selection is based upon the following data/information/school improvement goals: Registration for TLC

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students demonstrate follow-thru on goals as defined in TLC on worksheet	Life Long Learner	Classroom lesson from TLC Curriculum Action Plan for Goalset.	-Counselor -Worksheet for Action plan -Worksheet to record results.	Ability of students to report results after one month.	Nov 15 th to Dec 15 th	265

Ryan Moran
Principal's Signature

4-20-05
Date

Date of Staff Presentation

Christine Hunt
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP- Guidance Activit. Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Clayton Middle School

District SLCSP

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Christine Hunt	TLC classes	Used TLC Lesson & my own follow-up sheet	Started in Sept. 2004 - finished in Oct. 2004	233	Students seemed happier with effort & better understood actions plans as a result of evaluation.		Students explain how well they did & what they learned. They expressed a better understanding after completing the evaluation.
					The majority of the students reported liking the outcome & said they would continue.	Students completed a report sheet about how well they did following their action plan & graded themselves. 40% 65 B 28% 42 C 18% 7 D 11 F 12 couldn't complete or understand/only.	Next year I would like to shorten the time on the first try & then do the longer time frame & repeat the process. Students at this age really gain from practicing this process & they need the follow thru.

R. W. Mason

Principal's Signature

Date

6.3.05

Date of Staff Presentation

Prepared By

**Include actual numbers and attach data, examples and documentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Evaluation Sheet for Skills Goal

Name _____ Date _____ Period _____

1. What was the skill you chose?

2. How much progress did you make?

3. How well did you follow your action plan?

4. What did you learn about the way you can achieve goals?

5. How would you grade yourself on this assignment?

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Clayton

District Salt Lake

Target Group:(whole school, entire class) 8th graders

Target Group selection is based upon the following data/information/school improvement goals: Student will learn to use

The "Utah Mentor: Com" program.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students will use the Utah Mentor program to track their progress towards high school graduation and beyond toward possible college placement	Students will complete school with essential coursework and graduation requirements	Student self analysis "who am I" plus Utah Mentor.com	Computers with internet connecting	Students will be able to demonstrate to their parents that they can access and work within the Utah Mentor program	Oct 2005 through Nov, 2005	300

Principal's Signature

9-13-05

Date

9-13-05

Date of Staff Presentation

M. Catmull

Prepared By

adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP- Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Clayton District Salt Lake

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Mark Intmitt	8th grade class at Clayton	Utah Mentors Com. who can I state graduation requirements	Oct 2003 to Nov, 2003	289 students involved.	There was no pre nor a post test given. Students who attended the classroom training and the SEOP were taught how to use Utah mentors for their own benefit.	Students can not chart their progress towards high school graduation and attendance to college	Students will have an easier time tracking their progress towards college.

Principal's Signature

2-8-05

Date

2-14-05

Date of Staff Presentation

Mark

Prepared By

adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP- Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School: Clayton

District: Salt Lake

Target Group: 8th Graders

Target Group selection is based on the following data/information/school improvement goal: Keyboarding skills to help 8th graders pass the Computer Tech. class next year.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students will type 25 words per minute or faster, with 3 or fewer errors	Students will have a better chance to pass the state requirement for Computer Tech.	Keyboarding test for all 8 th graders	Use of the Macro Type 3 program	Students will print their test results.	May 2005	300

Principal's Signature

Jan 10, 2005

Date

Jan 10, 2005

Date of Staff Presentation

Ment

Prepared By

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*
 Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Clayton

District _____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Mark Catmull	8th grade	Macro Type 3	May 2 through 14	300 students	This test is being used as a screening device. Students not typing the required 25 words per minute for Computer Tech, will be placed in a keyboarding class prior to the Computer Tech class.	The names of the 58 students not typing 25 words or better were forwarded to both East and Highland High Schools.	Students who did not type 25 words a minute had their names given to High School Counselors for placement in a keyboarding class prior to placement in Computer Tech.

Principal's Signature _____

adapted from the ASCA National Model: A Framework for School Counseling Programs

June 2, 2005

Date

June 2, 2005

Date of Staff Presentation

Mark Catmull

Prepared By

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP- Closing the Gap , action Plan 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Clayton Middle School

District SLCSD

Target Group: Advisory Class

Target Group selection is based on the following data/information/school improvement goal: Students registered in advisory class taught by counselor

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Students will improve GPA.	-Academic Success Class has students in all groups at Clayton.	Lessons taught in advisory class twice a week for nine weeks	-Planner lessons- "7 Habits of very Effective Teens!" - Planner participation - use of "Student Assistant" program to check grades	Class GPA at the end of 3rd term compared to class GPA at the end of 4th term.	April 4th to June June 3rd.	23

RW Parson

4.30.05

Christine Hunt

Principal's Signature

Date

Date of Staff Presentation

Prepared By

adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTER

Utah CGP- Closing the Gap I m ults Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

hool Clayton Middle School District SLCSD

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Christine Hunt	7th Grade Advisory	Planner Lesson on 7 Effective Habits	April 4 June 3	23	Students resisted lessons on 7 Effective Habits of Effectiveness	Students resisted lessons on 7 Effective Habits of Effectiveness	The students were very interested in the progress & seeing the statistics. Sharing the number of D & F's motivated most students not to contribute. The 3 students who failed did try to improve but ended up doing more poorly. Student did report habit changes - but fairly reluctantly even at the end.
					We did them but it would be more effective at the first of the year if it were school-wide. We expanded the lesson & did a little more processing in related areas for the most students with D's & F's did improve.	3rd Q GPA 3.0 4th Q GPA 2.8 3Q 4Q D+ 6 4 D 11 1 D- 1 6 F 5 11 Four students accounted for the D's & F's. There were several issues & 3 of them	

R. W. Mason

Principal's Signature

6.3.05

Date

Date of Staff Presentation

Christine Hunt

Prepared By

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP– Guidance Activities Action Plan 2004–2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15,
2005

School Glendale Middle School District Salt Lake City School District

Target Group: 7th & 8th Grade Students

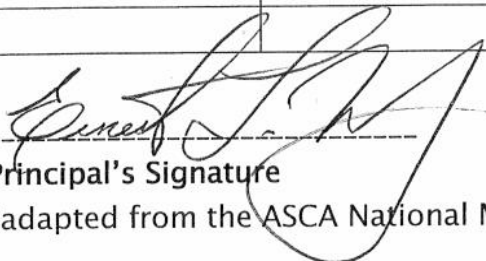
Target Group Selection is based upon the following data/information/school improvement goal: The use of Reality Town to inform students about life after school, and how GPA/career choice/financial stability and skills in writing and reading are necessary for students to survive in society.

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
8 th group SEOP Increased awareness of self, progress in education, and the connection between GPA and career choices. Increase student	<ul style="list-style-type: none"> ▪ Career development ▪ Connection from school to real life. ▪ Financial awareness ▪ Family planning 	Reality Town in a simulation of real life management. It is delivered by small group activity first and the entire 8 th grade	<p>All faculty were trained in the program.</p> <p>CTE trained the school counselors</p> <p>Counselors</p>	Results will be measured by teachers closing activity and the process questions and answers from the students. (qualitative data)	1/2/04 through 3/16/05	260 8 th grade students

<p>motivation by adding “life” to education and introducing the big picture to students. Students see the relevance between school and life.</p>	<ul style="list-style-type: none"> ▪ Job applications ▪ Making informed decisions 	<p>second – following the small group sessions. Small group career preparation was conducted in Social Studies Classes.</p>	<p>delivered the small group career preparation lessons.</p> <p>American Express volunteers were trained by CTE to deliver the large group simulation.</p>	<p>Students will be monitored in the 9th grade for academic success and comparison from Middle School to High School. (Quantitative data)</p>		
<p>7 & 8 grade girls issues group – boys relational aggression group</p>	<p>Girls will reduce need for rumors that lead to physical fights. Boys will reduce aggression</p>	<p>Small group of no more than 10 students will meet together to work on aggression issues</p>	<p>Resources used are Bully-proofing curriculum. No additional staff development needed. Faculty was informed of the plan.</p>	<p>Count the number of aggressive acts before an during group as well as after. Number should go down.</p>	<p>October 23 through March 29 Three groups of each were run for 8 weeks.</p>	<p>46</p>

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Anti-harassment training.	Personal Social Multicultural/Global Citizenship Development	Students will be instructed in their SFA and Advisory classes	Teachers will help in the delivery of the lessons. The District provided the materials	Teachers will continue to reinforce the instruction throughout the year. It is expected that discipline for suspensions will go down.	9/15/04-10/21/05	490 students
7 th grade increased career awareness. And the relationship between personality, interest and career choice.	Development in the areas of academics, career education and personal and social skills	Classroom presentations by TLC teachers and Counseling staff. TLC Curriculum lessons #1-19	CG training of faculty. TLC teachers and school counselors delivering TLC lessons.	Completion of TLC worksheets that are kept in the record books.	Six lessons per trimester 9/1/04 through 5/20/05	287 students
SEOP Individual Conferences	Academic and Career	Mail letters to 7 th grade	Train Guidance secretary and	Completed SEOP conferences w/	11/8 - 11/23	287 of 294.

		students and parents with time. Students met with individually.	guidance staff in procedure. Coordinate with TLC classes.	signatures.	4/18 - 4/22 5/2 - 5/6	


Principal's Signature

5/31/05
Date

August 18, 2004
Date of Staff Presentation

Lori Hargraves
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling

Utah CGP–Individual Planning: Guidance Activities Results Report 2004–2005*

School Glendale Middle School

District Salt Lake City School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity?)	Implications (What do the data tell you?)
Lori Hargraves Jennifer Hanseen And Irene Olikén	All 8 th grade Students	Reality Town materials and simulation	January 1, 05 – March 16, 05	290 students in the 8 th grade	Students will complete the Reality Town Book to process with their teachers and class	Students will give qualitative data in small groups on changes and insights. Quantitative will be determined by 4 th quarter report cards.	The 8 th grade has raised their GPA in the 4 th quarter.
Counselors coordinate with teachers.	All 7 th & 8 th grade students	Anti-harassment training. Lesson and Materials provided by	9/15/04–10/21/04	Students	Anti-harassment does not help. Within a few hours it is forgotten. It needs to be reinforced throughout the		This needs to have a more significant focus in the future. A one day training is

		district.			year.		not enough.
Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity?)	Implications (What do the data tell you?)
Jennifer Hanseen Lori Hargraves Rachel Coker	294 7 th grade students	SEOP process. The materials are provided by the district. Students attend an individual session with a counselor to plan their career and set goals to achieve it. We encourage using test scores to meet the goal.	11/8-11/23 4/18-4/22 5/2 - 5/6	294	The number of students was high, however the parent number was low.	98% of students participated. 22% of parents participated in the SEOP. Parent participation would be higher if SEOP were in the evening.	Parents are willing to participate in SEOP's but may not be able to physically come to the school. Parents expressed a desire to attend but were unable to adjust work schedules.

Principal's Signature

Date

Date of Staff Presentation

Lori Hargraves

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP– Closing the Gap Action Plan 2004–2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

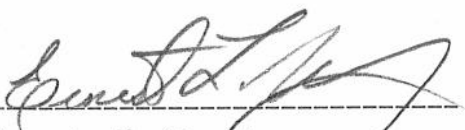
School GLENDAL MIDDLE SCHOOL **District** Salt Lake City School District

Target Group Students who have CRT scores that fall just below or barely above the cut off for competency on the CRT test.

Target Group Selection is Based upon the Following Criteria: Students need to have reading score that fall below the average or just on the average for competency on the CRT test. Students must agree to take the class. Parents are notified of the change. This is based on the CRT's from last year and Success For All reading scores.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
A competency level score on the 2005 CRT test. (An increased level in reading)	Academic Learning Support Use of SFA reading to support students Students will raise	Students will have a class everyday to enhance their reading skills and comprehension	Review student reading scores and CRT information. Work with the administration and	By Utah State CRT Test and SFA Reading Test	November, 04 to June, 05.	90 (However, there were only 66 students who entered)

	their reading levels at a significant level.		reading specialist on criteria for placement.			
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Principal's Signature

11/1/05
Date

11/12/05
Date of Staff Presentation

Lori Hargraves
Prepared By

*adapted from the ASCA National Model for School Counseling Programs

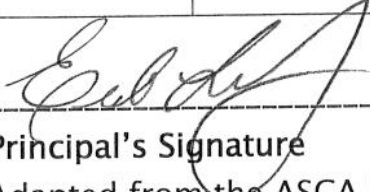
Utah CGP- Closing the Gap Results Report 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Glendale Middle School District Salt Lake City School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity?)	Implications (What do the data tell you?)
Lori Hargraves and Jennifer Hanseen	66 students referred as "bubble kids" were the experimental group to close the gap. Students were placed in a 3 rd class for reading with Heidi Fox for the purpose of raising CRT scores. Counselors assisted in identification and follow-through with identified students.	Provide "AVID like training for students in class. Goal is - graduation & college bound. Curriculum designed to get students to work independently and cooperatively within all of their classes using skills interventions like Seminars, tutoring, modeling, note-taking, listening, <i>speaking, reading and writing skills</i> ,	11/01/04 - 6/10/05 Since Heidi Fox did not begin the experimental group until November 2004, it is possible that this growth figure could be even higher.	66	All students remained in the program from November until June. Students reported that the class was positive for them - no one asked the counselors for a transfer or indicated three reading classes were too much!	Students in the experimental group averaged 1.27 years growth, while students in the control group averaged 0.91 years growth. Students in the experimental group had three interventions instead of the two interventions in the control group.	The extra reading class had impact students reading levels. We anticipate that the CRT's will also show this impact with higher scores. The fact that the class is every day is a definite plus. It appears that using the FTE for additional reading should continue. Adding more students can be a benefit.

		organizational skills Time management - all to become Independent learners!					
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Principal's Signature

MAY, 20, 2005

Date

Date of Staff Presentation

Lori Hargraves

Prepared By*

Adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Hillside Middle District SLC

Target Group:(whole school, entire class) Whole School

Target Group selection is based upon the following data/information/school improvement goals: Advocacy for all students

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students will not bully others + act to stop physical + emotional violence when they can.	<p>"Responsible Citizen"</p> <ul style="list-style-type: none"> Students will respect diversity Students will further develop self-awareness + positive relationships w/ others Students will demonstrate community of caring values Students will care for the environment + community + understand their 	5-day anti-harassment curriculum delivered through each students' advisory period	All teachers, librarian, counselors TV/VCR anti-harassment packet provided by the District	<p>reviewing From sample suspensions classroom spf</p> <p>7th + 8th grade students, 3 were suspended for sexual harassment, 2 of whom enrolled after the training.</p> <p>48 → fighting 10 → threats to harm</p> <p>2 × More suspensions in 2nd term than 1st.</p>	Sept. 27th → Oct. 1st	576

Jane Harrison
Principal's Signature

5/9/05
Date

5/17/05
Date of Staff Presentation

Wendy St. James
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP-Guidance Activities Resu' Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Hillside Middle

District SLC

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Wendy St. James	2 Advisories - 7th + 8th grade	pre + post tests	Sept. 27th - pre week of April 4th - post	50	Kids got nearly perfect scores on both the pre + post - tests. Kids have to answer true-false questions but also generate 3 anti-bullying strategies.	No change in multiple-choice assessment, small change in anti-bullying answers	Kids know what bullying looks like & what causes it. However, I think consistent reinforcement is helpful. Focus on our students' self-belief.

Jane Favour
Principal's Signature

5/10/05
Date

5/17/05
Date of Staff Presentation

Wendy St. James
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Hillside Middle District SLC

Target Group: Kids w/ 3 or more F's on 1st term mid-terms

Target Group selection is based on the following data/information/school improvement goal: Increased Literacy
+ advocacy for every student.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Increase GPA, improve study skills, set goals	11 Lifelong learning Students will know + apply reading + writing strategies + solve problems	Meeting w/ students, offering resources, + making an advocate referral.	Student advocates, Community Education	Track GPA and weekly interventions w/ advocates via e-mail + goal-setting	Sept 25 -> May 16th	20

Jane Larson
Principal's Signature

5/9/05
Date

5/10/05
Date of Staff Presentation

Wendy St. James
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Hillside Middle

District SLC

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Wendy St. James Mary Brown	Students on my caseload w/ 3 or more F's at the mid-term of 1st quarter	Goals, tracking sheets Study skills referrals to homework hall	Sept. 27th → 2004 May 9 2005	40	G.P.A., → Attendance ↳ no court referrals	out of 20, - 4 improved then ↓ - 5 decreased, then ↑ - 6 decreased - 3 improved - 1 stayed the same	Advocacy Program not really affecting GPA, maybe improving students' qualitative relationship w/ the school but not quantitative changes. Focus on other programs now

Jane Larson
Principal's Signature

5/9/05
Date

5/10/05
Date of Staff Presentation

Wendy St. James
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP- Guidance Activities Action Plan 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005
 School Northwest Middle School District Salt Lake City School District

Target Group: All 7th & 8th grade students

Target Group Selection is based upon the following data/information/school improvement goal: Improving student literacy—CG focus self-awareness and career development literacy.

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
7 th Grade: Increased awareness of self, education, and the connection between interests and career choices. Increase student motivation by adding relevance to education.	Career Development/Academic Development/Personal Social Multicultural/Global Citizenship Development	Classroom presentations-TLC CD lessons #1-#19 (Includes interest inventory)	CG training of faculty. TLC teachers and school counselors delivering TLC CD lessons.	Completion of CD record books. Completion of CD lesson summary sheet to be saved for 8 th grade transition.	12/1/04 to 5-20-05	~380 7 th grade students
Group SEOP's	Acad. Success, Personal Social, Career Development	TLC classrooms	Advocates from SLCC Trio Program.	Number of attendees/ Process data	3/8-3/10/05	~380 7 th grade students

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Anti-harassment training.	Personal Social Multicultural/Global Citizenship Development	7 th grade UT Studies/Health classes ESL Science & spec ed. Classes.	Assistance from teachers for delivery of lessons. Materials from the district	Delivered in advisory. Teachers have additional support materials for continued discussion. Revised Beh. Mgmt Plan	9/15/04- 10/21/05	~370 students (all 7 th gr. students)
8 th grade: Four year planning curriculum. Review of graduation/testing requirements. Discussion of grades. Planning for post- secondary training	Academic and Career	1 day-counselors go to 8 th grade Science classes to deliver lesson and train in SEOP preparation processes.	Borrow one day of time from 8 th grade science teachers.	Completed SEOP paperwork for SEOP conferences	10/21- 10/30/04	~370 8 th grade students
SEOP Individual Conferences	Academic and Career	Mail letters to home, pink slip students from 8 th grade US History Classes.	Coordinate with US History teachers. Obtain sufficient secretarial time to get letters prepared. Train any teachers assisting with SEOP's	Completed SEOP conferences w/ signatures.	11/17/04- 1/30/05	~370 8 th grade students.
Anti-harassment training.	Personal Social Multicultural/Global Citizenship Development	8 th Grade Science classes ESL Science & spec ed. Classes.	Assistance from teachers for delivery of lessons. Materials from the district	Delivered in advisory. Teachers have additional support materials for continued discussion. Revised Beh. Mgmt Plan	9/15/04- 10/21/05	~370 students (all 8 th gr. students)


Principal's Signature

Date

5/12/05

August 18, 2004

Date of Staff Presentation

Cari' Fifield
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

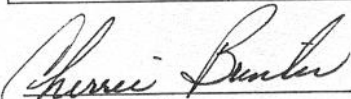
Utah CGP-Individual Planning: Guidance Activities Results Report 2004-2005*

School Northwest Middle School

District Salt Lake City School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity?)	Implications (What do the data tell you?)
Trycia Ramos, Cari' Fifield, and TLC teachers	All 7 th grade students	Classroom presentations-TLC CD lessons #1-#19 (Includes interest inventory)	9-1-04 to 5-30-05	~370 7 th grade students completion of TLC record book	See attached TLC record book sample and classroom posters (TLC #13).		Students have developed general knowledge of Career Development skills.
Trycia Ramos, Cari' Fifield, and TLC teachers coordinating with SLCC	All 7 th grade students	Group SEOP's	3/8-3/10/05	~370 7 th grade students completion of TLC record book			Students have increased their knowledge of career training options. Parents feel that kids are not ready for so much career information. Parents have not demonstrated a strong interest in group SEOP's if the focus is on occupations. Perhaps a new format could be devised.
Counselors coordinate with teachers.	All 7 th & 8 th grade students	Anti-harassment training. Lesson and Materials provided by district.	9/15/04-10/21/04	~740 students	*See Closing the Gap Plan. This lesson is district mandated, but by alone does not significantly alter kids behavior		This needs to have a more significant focus in the future. A one day training is not enough.

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity?)	Implications (What do the data tell you?)
Trycia Ramos and Cari' Fifield	~370 8 th grade students.	Four year planning curriculum. Review of graduation/testing requirements. Discussion of grades. Planning for post-secondary training	10/21-10/27-04	~370 8 th grade students.	~370 students with completed plans including some career information and 9 th grade class choices. Also includes classes that may be taken after 9 th grade and post-secondary goals.	100% of all students completed a four year plan.	Students need to continue developing career awareness. This needs to be a process, not a "conference" or point in time only.
Trycia Ramos and Cari' Fifield	~370 8 th grade students.	SEOP Individual Conferences	11/17/04-1/30/05	~370 8 th grade students.		100 % of students and 65 % of parents participated by coming to the SEOP or by reviewing the SEOP information at home and returning it to the school.	Parents are willing to participate in SEOP's but may not be able to physically come to the school. If options are created to assist them in accessing information at home, many more may participate.


Principal's Signature

5/12/05
Date

5/12/05
Date of Staff Presentation

Cari' Fifield
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs